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ABSTRACT

This competency-based preservice home economics teacher education module on food availability in economically depressed areas (EDA) is the first in a set of three modules on foods and nutrition in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) characteristics of markets in economically depressed areas (with a lesson on types of markets and implications for the EDA), (2) food assistance programs (with lessons on food stamp and commodity food programs and on feeding children and the elderly), and (3) cultural and psychological factors which influence food spending among EDA families. Each unit includes the objective, overview, and a progress test. Lessons contain a narrative summary, suggested activities and resources, progress check, and answer key. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (CT)

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ED166530

ECONOMICALLY DEPRESSED AREA STRAND:

FOODS AND NUTRITION

MODULE III-C-1 FOOD AVAILABILITY IN ECONOMICALLY DEPRESSED AREAS

1978

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CE 019 957

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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FOOD AVAILABILITY IN ECONOMICALLY DEPRESSED AREAS

Module Objective

The MATCHE student will be able to describe the marketplace and the availability of food products, resources, and services for those from an economically depressed area, as well as the quality and standards of those products and markets. The student will be able to describe the implications and recommend actions for the classroom teacher to present this information.

Module Overview

This module will allow the MATCHE student to investigate: (1) the marketplace of low-income consumers, (2) the factors which account for common consumer decisions related to the purchase of food in low-income areas, and (3) some of the programs established to assist these people in securing nutritionally adequate diets with limited resources.

To help you become familiar with the aspects of food availability in low-income areas and thus accomplish the objective of this module, the module has been divided into the following units:

Unit 1: Characteristics of Markets in Economically Depressed Areas

Unit 2: Food Assistance Programs

Unit 3: Cultural and Psychological Factors Which Influence Food Spending Among EDA Families

UNIT 1

CHARACTERISTICS OF MARKETS IN ECONOMICALLY DEPRESSED AREAS

Objective

The MATCHE student will visit markets in EDAs and will compare these with similar markets in middle-class areas. At least one comparison will be made between markets of the same chain. The student will then develop recommendations for assisting the consumer from an EDA to evaluate the marketplace in terms of getting the most nutritious foods for the least money.

Overview

This unit will introduce you to descriptions of the various types of marketplaces and the characteristics of those most commonly found in an EDA.

Lesson: Types of Markets and Implications for the EDA

The narrative summary, suggested activities, and resources presented in this lesson will enable you to describe various types of markets and explain their relative advantages and disadvantages to the low-income consumer.

Narrative Summary

While knowledge of the management principles related to food purchases is probably the most effective means by which to get the most value for each dollar spent on food, these principles are difficult to put into practice when the choice of places to shop is limited. Due to lack of transportation and a need for the many personalized services offered, EDA residents may, in many cases, find themselves confined to their area for shopping needs, and they may be confined to the local "mom and pop" store. This may drastically affect the value they get for every food dollar they spend and may indeed mean that they will spend more for a given item than persons in a higher income area.

Chain stores, those in a group of eleven or more, and large supermarkets can generally offer lower prices to the consumer for a number of reasons. These types of stores deal in large volumes and consequently are able to buy merchandise at low prices. Thus they are able to sell merchandise at prices lower than the stores which deal in smaller volumes. The basic advantages of these larger stores,

besides lower prices, is that they offer the consumer large varieties of merchandise, they are able to offer sales on key items at considerable savings, and they are able to maintain cleanliness and health standards within the stores.

Although the previously mentioned advantages for shopping in large supermarkets or chain stores would make such stores attractive to the consumer, there are numerous reasons why EDA residents are rare recipients of such services. One reason is that these large stores are not always located in the EDA. If the EDA resident does get to the supermarket or chain store, he must often buy products in small quantities, which tends to be more expensive per unit volume but nevertheless costs less in dollars and cents. The low-income consumer is also less likely to take advantage of sales because the item may not be an immediate need. He cannot afford to "stock up" on anything, and he may not have the necessary storage or freezer space to keep the sale item if he were to buy it. Finally, if the large supermarket or chain store does exist in the EDA, many of the characteristic advantages which have been listed here may not be present. Many large chain stores and supermarkets in low-income areas have been accused of unethical practices, ranging from transporting low quality merchandise from the stores of the same chain in the upper-income area to stores in the low-income area to "get rid of" them, to advertising phony sales and raising prices throughout the store on the day when welfare checks arrive. While many of these complaints have not been substantiated legally, they remain common complaints among many EDA residents.

Finally, we turn to the neighborhood "mom and pop" store. These stores are common in the EDA and are characterized by the fact that they deal in very small volumes of merchandise compared to the supermarket. Consequently, they cannot buy merchandise at such low prices and must therefore sell merchandise to the consumer at higher prices. Such stores are often owned by a family which itself has lived in the area for many years and can call most of its customers by their first names. Such stores often are older than the chain stores and supermarkets and consequently are harder to keep clean and sanitary. They are often unable to hire professionals to keep the store clean. In addition, they do not usually own up-to-date equipment for refrigeration and storage of perishable items, so the consumer often gets lower quality merchandise for the amount of money he spends in the "mom and pop" store.

If lower quality at higher prices really does exist in the neighborhood store as is indicated above, why does the low-income consumer patronize such a store in the first place? The truth is that despite the disadvantages, there are many advantages to shopping in the neighborhood store from the viewpoint of the low-income patron.

Above all, the neighborhood store is close. It is usually within walking distance of its patrons and their children. Such stores also offer a service which is uniquely their own. They offer credit terms

for groceries. These two factors are probably the most important reasons why low-income consumers continually patronize small neighborhood stores. However, added to this is the fact that the neighborhood store will often cater to any ethnic food preferences in the neighborhood and clerks will often treat their regular customers as "old time friends." In short, the neighborhood store may be a more comfortable place in which to shop. In many cases, it may be the hub of socialization and communication among EDA residents.

Suggested Activities

1. Have a friend drive you through an EDA so that you can take close notes on the types of stores which are available in the area. What is the furthest distance a resident may need to travel? Is bus service available?

2. Visit one or more supermarkets in close proximity to an EDA, and compare prices and varieties of food items with those in one or more "mom and pop" types of stores within the EDA. Notice any differences between conversations and attitudes between clerks and customers.

3. Compare prices and availability of foods in a chain store in a middle-income area with a store of the same chain in or near a low-income area. Compare outward appearance of quality in perishable products.

4. Conduct a survey of several stores in an EDA, pricing four of the same items in each store at various times of the month. Even though this type of survey would need to be continued for a long period in order for the results to be conclusive, list any general observations or patterns which you notice.

5. Based on your activities, summarize any problems which you feel exist that make it difficult for the poor to secure adequate nutrition.

6. Using available resources, develop an outline of information which will help you assist a group of EDA shoppers in ways to shop more wisely, even under bad conditions.

7. List ways that you feel could help low-income consumers attempt to remedy inequities such as higher prices, poor sanitation, and poor quality in foods.

8. Do you own or your family's shopping in an EDA for a few weeks to become familiar with the problems which may exist. If you had previously been shopping in middle-income areas, write a short summary of differences you observed and what implications they may have for the EDA family.

9. Take a walking tour of several stores in an EDA and take mental notes of the things you observe which you would classify as "gimmicks."

Suggested Resources

Aaker, David, and George Day. Consumerism: Search for the Consumer Interest. Section C: Disadvantaged Consumer. New York: Free Press, Third Edition, 1978.

Berry, Leonard and Loloman. "Generalizing About Low-Income Food Shoppers: A Word of Caution," Journal of Retailing. (Summer 1971): 41.

Caplovitz, David. "The Merchant and the Low Income Consumer," Consumerism: Search for the Consumer Interest. Edited by David Aaker and George Day. New York: The Free Press, 1971.

Cross, Jennifer. The Supermarket Trap: The Consumer and the Food Industry. Bloomington: Indiana University Press, 1970.

Leiza, Catherine, and Michael Jacobson (eds.). Food for People, Not for Profit. New York: Ballantince Publishers, 1975.

Marchus, Burton. "Similarity of Ghetto and Nonghetto Food Costs," Consumerism: Search for the Consumer Interest. Edited by David Aaker and George Day. New York: The Free Press, 1971, or Journal of Marketing Research (August 1969): 365-67.

Sturdivant, Frederick. "Better Deal for Ghetto Shoppers," Consumerism: Search for the Consumer Interests. Edited by David Aaker and George Day. New York: The Free Press.

Sturdivant, Frederick. Ghetto Marketplace. New York: Free Press, 1969.

There is no Progress Check for this lesson.

UNIT 1 PROGRESS TEST

Student_____

Food Availability in
Economically Depressed Areas

Instructor_____

Date_____

1. Define "chain store."

2. Explain why chain stores and large supermarkets are often able to sell merchandise at prices lower than small neighborhood stores.

3. List three reasons why sanitation may be poor in a small "mom and pop" type store.

   a.

   b.

   c.

4. List three advantages which may make the small neighborhood store a more desirable place to shop from the viewpoint of the EDA resident.

   a.

   b.

   c.

5. List three advantages which the low-income consumer should be able to expect when shopping in a large supermarket as compared to a small neighborhood store.

   a.

   b.

   c.

6. List five gimmicks which you have observed in stores in EDAs which you feel are tricks used to either make the consumer buy something he does not need or to disguise the quality of a product.

   a.

   b.

   c.

d.

e.

7. Briefly explain what barriers stand in the way of good nutrition for EDA families which are the direct result of markets in their areas.

ANSWER KEY
UNIT 1 PROGRESS TEST

Food Availability in Economically Depressed Areas

Instructor:	In booklets reproduced for students, you may wish to omit this page. The answers below are suggested answers. For answers which differ from these, the instructor must judge their appropriateness.

1. A chain store is one which is owned corporately and belongs to a group of eleven or more stores.

2. Chain stores and large supermarkets are usually able to sell at prices lower than small stores because they deal in large volumes and can therefore buy merchandise themselves at much lower prices.

3. The store may be very old and therefore hard to keep properly cleaned and ventilated.
   The owners may not feel that they can afford to hire professionals to come in and clean.
   Equipment for refrigeration and storage of merchandise may be old and inadequate for proper sanitation of the products.
   An acceptable answer which may be substituted for any of these would be "lack of enforcement of health codes."

4. The location is convenient.
   Credit may be available.
   The store offers personalized services ranging from stocking foods to meet ethnic preferences to becoming familiar with its customers and their families. Some stores may even deliver groceries if the customer is willing to pay for the service.

5. lower prices
   larger varieties and packages of more varied sizes
   higher standards of sanitation

6. impulse buying centers around checkstands
   vegetables packaged in colored plastic bags so that the actual color and quality of the product cannot be detected
   red or pink lights used to shine down on meats to distort their true color
   overuse of terms such as "discount," "today's special," and "bargain counter" placement of items for children at levels where children can reach them and put them into the shopping basket

UNIT 2

FOOD ASSISTANCE PROGRAMS

Objective

The MATCHE student will develop a presentation to assist persons from an EDA in how to obtain food assistance through existing programs. The presentation will include information on the purposes and qualifications for participation in such programs and community resources as:

1. food stamps
2. commodity foods
3. child feeding programs
4. supplemental food programs for children and infants
5. supplemental food programs for pregnant and lactating mothers
6. food programs for the elderly

Overview

In an attempt to ensure that no American need go hungry, the United States has developed a variety of welfare and food assistance programs.

This unit will familiarize the student with existing food assistance programs, their purposes, and qualifications for participation so that she or he will be better able to assist EDA residents in obtaining assistance.

Lesson 1: Food Stamp and Commodity Food Programs

Because the extent of and qualifications for these programs may vary from state to state and county to county, the narrative summary will provide only general information. You should rely heavily upon activities for acquiring the knowledge you will need in order to complete the objective of this unit.

Narrative Summary

During a period when the food industry and many public figures boast that America is the best fed nation in the world, many Americans still remain malnourished. In an attempt to combat this problem, the Food Stamp Program was created by Congress. It is administered nationally by the Food and Nutrition Service of the U.S. Department of Agriculture and helps to get more food to low-income families by increasing their purchasing power.

Who is eligible? Families and individuals declared by state welfare agencies to be in need of food help may choose to take part in the Food Stamp Program. Generally, those getting some type of public or general assistance under a state's welfare program are eligible, as long as they are living in a household and prepare food for home consumption. Other families may also be eligible if their income does not exceed stated amounts. The income limits are worked out by the state and approved by the U.S. Department of Agriculture. They must be in line with standards used by the state in its own program.

Nutrition education is intended to be an integral part of the program. In fact, every county participating in the Food Stamp Program is expected to maintain an active "voluntary" nutrition education committee composed of professional nutritionists, home economics educators, and other persons interested in the problem of nutrition education. The effectiveness of such efforts toward nutrition education will vary greatly from one place to another.

The Commodity Distribution Program, in existence for almost forty years, has diminished somewhat since the onset of the Food Stamp Program. Some families, however, are still receiving commodity foods. These surplus foods are distributed at neighborhood centers to people who are certified by a local welfare agency. As surpluses in agriculture vary from time to time, so do donated surplus foods. The following items are some of the foods which are commonly available for commodity distribution: flour, rice, rolled wheat, bulgar, rolled oats, cornmeal, nonfat dry milk, canned meat, peanut butter, dry beans, shortening, lard, margarine, and raisins. By using donated foods, families are in a position to use the money ordinarily spent for these staples to purchase other foods needed to obtain adequate nutrition. Commodity foods may also be used in school lunch programs.

Those who qualify for the commodity foods must live in an area where the program is approved and include unemployed and low-income groups, families of migrant workers, and many other families whose members are receiving social security benefits or grants under public welfare. State and local agencies are responsible for certifying applicants and for transporting, storing, and distributing foods.

Suggested Activities

1. Visit your local agency which issues authorization cards to families who qualify for food stamps. Find out what information a family must give the agency in order to qualify for food stamps. What is the income level at which a family will qualify, and what is the amount of increased spending power which families at various income levels can obtain? Are there any provisions made for families who cannot get to the office to apply? If so, are these provisions publicized? Summarize your findings by preparing a presentation for EDA residents on the procedures and qualifications for obtaining food stamps.

2. Call or visit your local office of the U.S. Department of Agriculture to find out if commodity foods are being distributed in your area. If so, to how many families? Are any being distributed to public schools or other institutions?

3. Visit your local Department of Public Health and interview the nutritionist to find out what nutrition programs are available in your community. Which of these are sponsored by voluntary organizations? Which by official agencies? For what groups are these programs intended?

4. If you know of anyone who qualifies for the Food Stamp Program and intends to apply, try to get his or her consent to let you go along as a friend. Observe the interview techniques, questions asked, and amount of savings accrued by the applicant as a result. How would this process affect you if you were an EDA resident?

5. Check with your local office of the USDA to see if there is an active "Nutrition Education Committee" in your area. If there is, plan to attend a meeting to see what is being done by the committee.

6. Take an EDA family or person to do grocery shopping with food stamps. Does the use of food stamps in any way affect this person's overall experience in the grocery store?

7. Keep a journal of all the above activities which you have completed. Include your feelings and how you think EDA residents might be affected by some of the situations you found to exist.

Suggested Resources

Cameron, Colin et al. Food Stamps: A Bibliography. Madison: University of Wisconsin. Institute for Research on Poverty. ERIC Document ED 147 413, 1977.

Guide to American Food Programs. San Francisco: Food Law Center - California Rural Legal Assistance (115 Sansome St., Suite 900, 94104), 1977.

Guide to the Child Care Food Program. Washington, D. C.: Food Research and Action Center (2011 Eye Street, N. W., 10006), 1976.

Factsheet: 1961-75 Food Stamp Program. Washington, D. C.: USDA, January, 1976.

Factsheet: Food Stamp Program. Washington, D. C.: USDA, December, 1976.

Factsheet: Nonfood Assistance Programs. Washington, D. C.: USDA, 1976.

Factsheet: Special Supplemental Food Programs for Women, Infants, and Children. Washington, D. C.: USDA, December, 1976.

Fleming, V., Harvey S. and J. Keefer. Overcoming Malnutrition: Putting Federal Programs to Work. A Report on the first national WIC Symposium. Washington, D. C.: The Children's Foundation, 1977.

McLaren, D. S. (ed.). Nutrition in the Community. New York: John Wiley and Sons, 1976.

Wang, Virginia Li. "Changing Nutritional Behavior by Aides in Two Programs (EFNEP and FAP)," Journal of Nutrition Education. Vol. 9, No. 3 (July/September 1977): 109-113.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 1: Progress Check

1. What government agency administers the Food Stamp Program?

2. What are the two basic categories into which a family must fall in order to qualify for either food stamps or commodity foods?

   a.

   b.

3. What is the major difference between the use of food stamps and the use of commodity foods?

4. Explain how the national economy is helped by persons using food stamps and by persons using commodity foods.

Compare your answers with those on the next page.

Answer Key
Lesson 1: Progress Check

1. U.S. Department of Agriculture

2. families receiving some type of financial assistance from the public welfare department
   families whose incomes are at the subsistence level and who are in need of food assistance only.

3. Food stamps must be purchased by the recipient in most cases, while commodity foods are donated.

4. Food stamps: The use of food stamps benefits the economy by increasing the spending power of many Americans. Thus retail sales increase causing additional dollars to flow into the economy.
   Commodity foods: The distribution of commodity foods benefits the economy by providing an avenue through which to channel agricultural surpluses

Lesson 2: Feeding Children

The narrative summary, resources, and activities presented in this lesson will enable you to describe various programs that help to feed children of the poor.

Narrative Summary

In 1853, the Children's Aid Society of New York opened a vocational school for the poor and served meals to those who attended. After the turn of the century, many schools throughout the country provided meals or hot dish supplements to carried meals.

The school lunch program has experienced rapid growth since the 1930s, when surplus commodities were first distributed following passage of the law in 1935. The existence of malnutrition in the United States was highlighted in the late 1960s and, as a result, a considerable expansion of child nutrition programs supported by the U.S. Department of Agriculture has taken place.

In 1946, the National School Lunch Act was passed to provide participating schools with (1) cash assistance, (2) donation of surplus food commodities, and (3) technical assistance in the purchase of foods and in the management and equipment of the school lunchroom. More recently, legislation has authorized higher than average rates of reimbursement for schools that have a large attendance from low-income areas.

To participate in the program, a school must agree to: operate the program on a nonprofit basis, provide free or reduced priced lunches for needy children, serve all children regardless of race, color, or national origin, serve nutritious lunches that meet the requirement for a Type A lunch as established by the Secretary of Agriculture, and provide kitchen and dining facilities. No discrimination must be shown in any way to children who are eligible for free or reduced price meals; that is, they must not be identified by being placed in separate lines or by being required to sit in different places.

Another program to help feed needy children is the School Breakfast Program. Presently, the breakfast program is limited to schools that have a large number of needy children. Under the U.S. Department of Agriculture, program funds are provided to help schools pay for foods purchased for the preparation of the breakfast, food commodities are donated, and financial assistance is provided in the purchase of kitchen equipment.

Suggested Activities

1. Visit a school cafeteria in a low-income area during the lunch hour and see what is being served to the children. Analyze the nutritional adequacy of the hot lunches you see being served.

2. Try to make an appointment with the dietitian who is responsible for planning meals for the schools in a particular EDA. See what special efforts she or he makes to meet the needs for special ethnic or cultural foods in the area. What commodities are distributed to the schools?

3. Research the subject of school lunch programs to determine what constitutes a Type A lunch and analyze the Type A lunch for its nutritional value. Plan a menu for a certain ethnic group which you describe, keeping in mind the standards for a Type A lunch.

4. If there is one, visit a school breakfast program in your area to see what is being serve there. What is the rationale upon which it is being planned?

5. Prepare a presentation to give to a group of parents in an EDA which will enable them to understand the principles upon which the planning of their children's school meals is based.

6. For a specific EDA, call the Department of Public Health and ask if there is a public health nurse assigned to that area. If there is, make an appointment with her to find out whether or not there are other programs in the area to feed needy children or pregnant or lactating mothers. Also ask if there are any standard nutritional disorders which are common in well-baby clinics in the area.

Suggested Resources

Factsheet: Child Care Food Program. Washington, D.C.: USDA, February, 1976.

Factsheet: School Breakfast Program. Washington, D.C.: USDA, October, 1976.

Fredrick, L. Fast Foods Get an "A" in School Lunch. Boston: Cahners Books International, 1977.

Guide to National School Lunch and Breakfast Programs. (Revised edition.) Washington, D.C.: Food Research and Actional Center, 1976.

"National School Lunch Act of 1977 (P.L. 94-166)." Journal of Nutrition Education. Vol. 9, No. 4 (October/December 1977).

Robinson, Corrine. Fundamentals of Normal Nutrition. New York: Macmillan, 1978, Chapter 18.

School Lunch Action Guide. Washington D.C.: Science in the Public Interest, 1977.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 2: Progress Check

1. What is a Type A lunch?

2. List the criteria a school must meet in order to participate in the National School Lunch program.

3. What is the purpose of the National School Lunch Act, and what does it provide?

4. List the criteria a school must meet in order to participate in the breakfast program.

Compare your answers with those on the next page.

Answer Key
Lesson 2: Progress Check

1. A Type A lunch is a nutritionally sound lunch that provides protein rich foods, vegetables and fruits, whole grain or enriched bread, butter or margarine, and milk. Specified amounts required are stated in the Menu Planning Guide for Type A School Lunches (1969).

2. The school must agree to:

   operate the program on a nonprofit basis
   provide free or reduced priced lunches for needy children
   serve all children, regardless of race, color, or national origin
   serve lunches that meet requirements for a Type A lunch
   provide adequate facilities

3. The National School Lunch Act provides:

   cash assistance
   donation of surplus food commoditities
   technical assistance in the purchase of foods and in the management of the school lunchroom

4. Any school that qualifies for the School Lunch Program may participate in the breakfast program.

Lesson 3: Feeding the Elderly

The narrative summary, resources, and activities presented in this lesson will describe some programs helping to alleviate nutritional problems of the elderly. They will also help you to understand some of these nutritional problems more thoroughly.

Narrative Summary

Roughly one-third of the poor are aged. They have a unique set of nutritional problems and nutritional needs. Because they are relatively immobile, have to live on limited and fixed incomes, are lonely, and often fear the thought of venturing far from home, and because they live and eat alone, often obtaining, selecting, preparing, and eating meals become chores of overwhelming proportions with none of the compensating social values that meals and eating traditionally have in the family.

Programs for the delivery of hot meals to the elderly have evolved in many areas across the country. They may be called "meals-on-wheels," "meals à la car," or something similar. Their main purpose is to provide a hot meal and a packed lunch or supper daily for older people who qualify for the program. The food is usually prepared by a commercial organization and is delivered to the individual by volunteer drivers. In addition to meeting some of the nutritional needs, these programs bring to the older person a much needed social contact.

Another type of program for meeting the nutritional needs of the elderly which is gaining rapidly due to Title VII of The Older Americans Act is the congregate feeding of the elderly. Under the provisions of this program, thousands of elderly persons will be transported to a central location where they will receive nutritionally sound meals. Thus this program too will attempt to solve both the nutritional problems of the poor elderly and the problems related to the need for socialization during mealtime.

Suggested Activities

1. Visit local agencies which are responsible for elderly feeding programs and find out how one qualifies for participation in the program.

2. Volunteer to drive a car for a "meals-on-wheels" type of program.

3. Prepare a pamphlet which could be distributed to the low-income elderly telling them how to apply for the various nutrition programs in their area.

4. Make a list of suggested alternatives which would help low-income elderly persons solve their nutrition problems if they are not able to take advantage of the nutrition programs which have been mentioned.

5. Visit several low-income elderly persons and discuss with them their feelings about the importance of a nutritionally adequate diet. What do they feel are barriers which stand in the way of obtaining such a diet?

Suggested Resources

Robinson, Corrine. Fundamentals of Normal Nutrition. New York: Macmillan, 1978.

Oregon State University. Nutrition Education Resources: An Annotated Bibliography. Corvallis, Oregon: School of Home Economics, Nutrition Program Training Center, 1975-76.

Oregon State University. Nutrition Programs for the Elderly. Corvallis, Oregon: School of Home Economics Nutrition Training Program Center, 1975-76.

Winick, Myron (ed.). Nutrition and Aging. New York: John Wiley and Sons, 1976.

Zetterstrom, M. H. "Psychological Factors Influencing Good Health of the Elderly," Mental Hygiene. Vol. 46: 479, 1962.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 3: Progress Check

1. Briefly, what does "meals-on-wheels" provide? What are the regulations for this program?

2. Describe congregate feeding under Title VII of The Older Americans Act.

Compare your answers with those on the next page.

Answer Key
Lesson 3: Progress Check

1. At present under Title VII of The Older Americans Act, only 10 percent of meals may be for the home bound, that is, bedridden, crippled, or unable to leave the house. The other 90 percent of funds must be used for meals in a congregate setting. Anyone over sixty years of age qualifies.

2. Congregate setting for feeding the elderly under Title VII of The Older Americans Act provides a social setting for a nutritional meal. Anyone over sixty years of age may participate. Participants may donate toward the cost of the meal if they so desire.

UNIT 2 PROGRESS TEST

Student_____

Food Availability in Economically Depressed Areas

Instructor_____

Date_____

1. List five food assistance programs which may be available to persons from EDA.

   a.

   b.

   c.

   d.

   e.

2. Briefly explain the purpose of the Food Stamp Program.

3. Describe a Type A lunch provided by the National School Lunch Program and state why it is or is not nutritionally sound.

4. Explain the two major functions of meal delivery programs for the elderly.

   a.

   b.

5. What type of nutrition service to the elderly is provided by Title VII of The Older Americans Act?

ANSWER KEY
UNIT 2 PROGRESS TEST

Food Availability in Economically Depressed Areas

Instructor:	In booklets reproduced for students, you may wish to omit this page.

1. (any of the following)

   food stamps, commodity foods, school breakfasts, school lunches, meal delivery, congregate feeding, special milk rations for pregnant and lactating mothers and newborn infants, meals provided by churches and other nonprofit community agencies

2. The purpose of the Food Stamp Program is to improve the nutritional status of persons with low incomes by increasing their purchasing power.

3. A Type A lunch is a nutritionally sound lunch that provides milk, protein rich foods, vegetables and fruits, whole grain or enriched bread, and butter or margarine. When foods are served in specified amounts, they provide at least one-third of the recommended allowances for children.

4. to improve the nutritional status of the elderly
   to provide much needed socialization for the isolated older person living alone

5. congregate feeding

UNIT 3

CULTURAL AND PSYCHOLOGICAL FACTORS WHICH INFLUENCE FOOD SPENDING AMONG EDA FAMILIES

Objective

The MATCHE student will be able to list and explain three major cultural or psychological factors which may cause the EDA resident to pay more for food even when alternatives are available.

Overview

In this unit, you will be able to explore both cultural and psychological factors which may affect shopping habits among EDA residents and also cause reluctance to use some of the food assistance programs which were studied in the previous chapter. The net result is that many of our nation's poor still remain poorly nourished.

Lesson: Food Spending Among EDA Families

The narrative summary, activities, and suggested resources will help you acquire an understanding which is the important outcome of this lesson. Since you will be dealing primarily with feelings and attitudes, there will be no written Progress Test for this unit. Instead, you will be expected to consult with your instructor about your feelings and attitudes related to this subject.

Narrative Summary

Not long ago, middle-class America was comfortable in thinking of hunger and malnutrition as being basic problems of underdeveloped countries. When it was pointed out that here also, in one of the world's most technologically advanced nations, hunger and malnutrition are everyday realities for millions of our nation's people, the reactions were varied.

Many could not believe that such a problem could exist in this country and continued to send their dollars to fight hunger in foreign places. Others, however, were shocked and appalled and took action to see that programs such as those you have studied in the previous unit were implemented.

Now we are a nation rich in food assistance programs for the poor. Statistics, however, seem to indicate that many of the poor are still hungry and for one reason or another are not taking advantage of food

assistance programs. Why is this? That is the question you will be trying to answer in this lesson.

Suggested Activities

1. Contact the U.S. Department of Agriculture to get statistics showing what percentage of the people considered at or below the poverty level are using food stamps List as many reasons as you can think of which would explain why many persons who qualify do not use food stamps. Be sure to consider the effects that language barriers, transportation, pride, and the cost of the food stamps have on this problem.

2. Visit a school in which there is a significant mix of both poor and affluent children. Find out whether or not all school lunches are provided free of charge, or if only needy children get lunch without charge. If the latter is true, how are these children identified? How do you feel this system might affect the child from a poor family? Can you think of a better method?

3. Determine your own feelings about food assistance programs.

Suggested Resources

Dietary Goals for the United States. Report of the Senate Select Committee on Nutrition and Human Needs. Washington, D. C.: Government Printing Office, 1977.

"Hearing Before the Senate Select Committee on Nutrition and Human Needs." Washington, D. C.: Select Committee on Nutrition and Human Needs. Dirksen Senate Office Building, 1977.

Grivetti, L. E., and R. N. Panghorn. "Food Habit Research, A Review of Approaches and Methods," Journal of Nutrition Education, Vol. 5, 1973.

Mayer, Jean (ed.). U. S. Nutrition Policy in the Seventies. San Francisco: W. H. Freeman and Company, 1973.

"Nutrition Education and the Spanish Speaking Americans: An Annotated Bibliography (1961-72)," Journal of Nutrition Education. Vol. 5 supplemtn, 1973.

Planning for the Decade Ahead - Proceedings from National ASFSA Seminar. Denver: American School Food Service Association, 1976.

Robinson, Corrine. Fundamentals of Normal Nutrition. New York: Macmillan, 1978, Chapters 14 and 29.

Skeda, J. P. "Expressed Nutrition Information Needs of Low-Income Homemakers," Journal of Nutrition Education. Vol. 7, 1975.

White House Conference on Food, Nutrition and Health. Washington, D. C.: U. S. Government Printing Office, 9170.

As a result of your experience and readings in this module, write a paper describing what you have learned about yourself, what you have learned about EDAs, and implications for you as a consumer and homemaking teacher. Submit your paper to your instructor for review and an evaluative conference.

MODULE POSTTEST

After you have completed the evaluative conference with the instructor, you should be ready to take the Module Posttest. See your instructor.

MODULE PRE/POSTTEST

Student_____

Food Availability in Economically Depressed Areas

Instructor_____

Date_____

Student:	This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. Explain why chain stores and large supermarkets are often able to sell merchandise at lower prices than small neighborhood stores.

2. List three advantages which may make the small neighborhood store a more desirable place to shop from the viewpoint of the EDA resident.

   a.

   b.

   c.

3. Define "chain store."

4. What government agency administers the Food Stamp Program?

5. What is the major difference between the use of food stamps and the use of commodity foods?

6. Explain how the national economy is assisted by a person using food stamps and by a person using commodity foods.

7. List at least five food assistance programs which may be available to persons from an EDA.

   a.

   b.

   c.

   d.

   e.

8. Describe a "Type A" lunch provided by the National School Lunch Program and state why it is or is not nutritionally sound.

9. What type of nutrition service to the elderly is provided by Title VII of the Older Americans Act?

10. Briefly explain some reasons why many of our nation's poor do not take advantage of food assistance programs.

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Food Availability in Economically Depressed Areas

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. Chain stores and large supermarkets are usually able to sell at prices lower than small stores because they deal in large volumes and can therefore buy merchandise themselves at much lower prices.

2. a. The location is convenient.
   b. Credit may be available.
   c. The store offers personalized services from stocking foods to meet ethnic preferences to becoming familiar with its customers and their families. Some stores may even deliver groceries if the customer is willing to pay for the service.

3. A chain store is one which is owned corporately and belongs to a group of eleven or more stores.

4. U.S. Department of Agriculture

5. Food stamps must be purchased by the recipient in most cases, while commodity foods are donated.

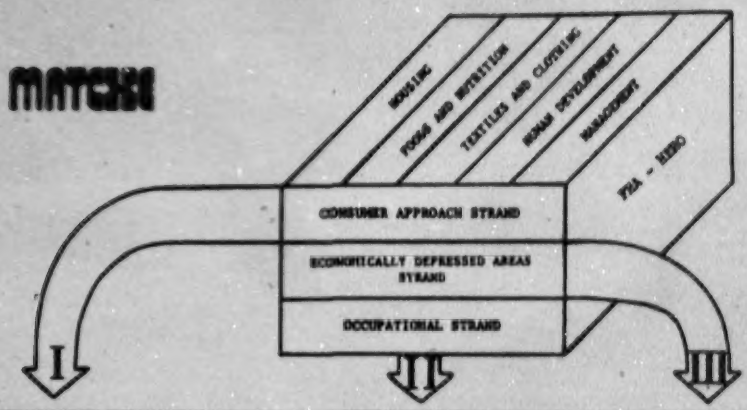
6. Food stamps: The use of food stamps benefits the economy by increasing the spending power of many Americans. Thus retail sales increase causing additional dollars to flow into the economy.
   Commodity foods: The distribution of commodity foods benefits the economy by providing an avenue through which to channel agricultural surpluses.

7. (any of the following)
   food stamps, commodity foods, school breakfasts, school lunches, meal delivery, congregate feeding, special milk rations for pregnant and lactating mothers and newborn infants, meals provided by churches and other nonprofit community agencies

8. A Type A lunch is a nutritionally sound lunch that provides milk, protein rich foods, vegetables and fruits, whole grain or enriched bread, and butter or margarine. When foods are served in specified amounts, it provides at least one-third of the recommended allowances for children.

9. Congregate feeding.

10. Any answer acceptable to the instructor.



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumer Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele